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ANNUAL REPORT

MARYLAND COUNCIL for HIGHER EDUCATION



To His Excellency, THE GOVERNOR
AND THE GENERAL ASSEMBLY OF THE STATE OF MARYLAND

BALTIMORE, 1968

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FIFTH ANNUAL REPORT
OF THE
MARYLAND COUNCIL FOR HIGHER EDUCATION,

JANUARY 1, 1968 – JUNE 30, 1968



PRESENTED TO
HIS EXCELLENCY, THE GOVERNOR
AND
THE GENERAL ASSEMBLY
OF THE
STATE OF MARYLAND

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STATE OF MARYLAND
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State Office Annex
2100 Guilford Avenue
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*Appointment Effective July 1, 1968.

**Appointment Effective March 13, 1968 to replace Roy Tasco Davis



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MARYLAND COUNCIL FOR HIGHER EDUCATION
2100 GUILFORD AVENUE, BALTIMORE 21218

November 1, 1968

The Honorable Spiro T. Agnew, Governor
State of Maryland
Annapolis, Maryland

Your Excellency:

In accordance with the provision of the laws of the State, the Maryland Council for Higher Education (formerly the Advisory Council for Higher Education) has the honor to present you herewith its Fifth Annual Report. This publication is the Council's report to you and the General Assembly of its activities, the nature, progress and results of studies it has undertaken or completed, and appropriate plans and recommendations for higher education in this State. It includes Council actions undertaken during January 1, - June 30, 1968. This is a transitional report facilitating a change to reporting annually on a fiscal year basis.

Since its last report which coincided with release of Working Papers for a Master Plan for Higher Education in Maryland, the Council has given number one priority to the development of this Master Plan. The Council met with and received the reactions of many groups and individuals throughout the State. The suggestions offered were given careful consideration in the preparation of the second draft of the Working Papers.

During the past year the Council, through its Health Manpower Study Committee, has completed a study of both the need for additional medical training facilities, a third medical school in Maryland, and shortages in Health Manpower. The findings of this Council Committee and the Council recommendations in this area are contained in this Report.

The Council notes the enactment of significant legislation during the 1968 session of the General Assembly. One bill provided for the establishment of a State Board for Community Colleges and another gave the Council the means to more effectively carry out its responsibilities for cooperative planning and communication among the segments of higher education in this State.

It is with deep regret and understanding that the Council accepted the resignation of Roy Tasco Davis. His contributions to Council activities were many and varied.

In striving to attain optimum development of the State's human resources through maximum development of its higher educational opportunities, this Council remains,

Respectfully yours,

Dr. G. Russell Tatum, Chairman
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CHAPTER I

INTRODUCTION

Recognizing the need for continual study, planning and cooperation for higher education, the General Assembly, in 1963, created the Advisory Council for Higher Education.

Initially, the Advisory Council was given responsibility to "conduct studies concerning the various aspects of public higher education in the State. . . . report the results of its researches and to make recommendations to the governing boards of the public institutions of higher education and to appropriate State officials. . . . submit to the Governor and to the General Assembly each year at the beginning of the session of the General Assembly, an Annual Report of its activities, including a report of the nature, progress or results of any studies it has undertaken or completed, together with such plans or recommendations respecting public higher education as may be appropriate".

Commensurate with these duties, the General Assembly directed the Advisory Council to carry out the following functions:

- (1) Preparation of programs for the orderly growth and overall development of the State system of public higher education to meet trends in population and the changing social and technical requirements of the economy;
- (2) Investigation of the needs throughout the State for under-graduate, graduate and adult education, for professional and technical training and for research facilities, and presentation of plans and recommendations for the establishment and location of new facilities and programs;
- (3) Study and advise regarding the Statewide coordination of the activities of the public institutions of higher learning, academically, administratively, and fiscally, with the objective of achieving the most effective and

economical employment of existing educational facilities and of fostering a climate of cooperation and unified endeavor in the field of public higher education.

- (4) Such other studies and reports concerning public higher education as the Governor or General Assembly may from time to time request.

1966 Amendment

In its 1966 session, the General Assembly amended the laws affecting the Council. In essence, the new amendment added to the Council's functions:

"securing, evaluating, compiling and tabulating data, statistics, and information on all matters pending before or of interest to the Council, from the agencies and institutions having custody of and responsibility therefor; and these several agencies and institutions shall respond to and comply with any reasonable request of the Council for such data, statistics, and information."

1968 Amendment

In 1968, the General Assembly made the following changes in the laws affecting the Council.

- (1) The name was changed from Advisory Council for Higher Education to Maryland Council for Higher Education.
- (2) Four members were added to the Council — "one....a representation of the University of Maryland, nominated by the Board of Regents of the University of Maryland, one....a representation of the State Colleges nominated by the Board of Trustees of the State Colleges, one....a member of the State Board responsible for Community Colleges, and one....a representative of the several private institutions of higher education in this State."

- (3) It was further provided that "any institution for higher education which has functions and programs within the scope of the duties, functions and interest of the Council and which submits any program, plan or proposal to any official or agency of this State, shall at the same time, furnish a copy of the program, plan or proposal to the Council for such recommendations as may be appropriate"

COUNCIL ACTIVITIES

Since its last Report in January of 1968, the Council has engaged in a number of new and on-going activities.

Its number one priority has been development of a Master Plan for Higher Education in Maryland, which is currently being printed for distribution.

The Council, through its Health Manpower Study Committee, completed study of the Health Manpower Needs of Maryland. Recommendations and summary information resulting from this effort are contained in this Report. However, because of the importance of this study a separate publication explaining the parameters, background data and findings of this study is being prepared for distribution.

In order to determine Maryland's future higher educational needs, the Council is continuing with its two-phased approach to long range planning. One phase, involving development of a computerized student enrollment demand model, was completed this year. The second phase, which was begun this year, is directed toward identification and qualification of the State's higher educational resources for the next ten years. This task is being accomplished through institutional self-study which the Council is coordinating in all of the State's public and private higher educational institutions.

A higher education data storage, retrieval and report generating system is being developed by the Council. When completed this system will (1) provide coded storage of data from multiple sources (2) provide easy access to stored data and (3) provide the

means for printing reports which will allow the sharing of data among institutions, agencies and persons concerned with higher education in Maryland.

Some of the Council's other activities have included:

1. Completion of an Inventory of Higher Education Programs.
2. Review of the State's Student Financial Assistance Programs.
3. Surveying the Post-High School Plans of Seniors in Maryland's High Schools.
4. Coordinating all U.S. Office of Education requests for data from Maryland public and private institutions.
5. Publication of higher educational data and exchanging data with other groups.

CHAPTER II

RECOMMENDATIONS

In presenting annually to the Governor and the General Assembly a report of its activities as prescribed by law, the Council fulfills one of its duties by including in that report appropriate recommendations respecting public higher education in Maryland. Many Council recommendations are set forth in the *Master Plan for Higher Education in Maryland, Phase I*. However, it is appropriate to present, at this time, the following recommendations some of which will require legislative action during the upcoming session of the General Assembly.

Community Colleges—Local Boards

The community colleges should be governed by local boards of trustees whose sole responsibility is the community colleges serving the county or region which the board represents.

The Council considers the above recommendation essential to the full realization of a tri-partite system of higher education. Basically, community colleges as institutions of higher education should be under the jurisdiction of boards of higher education, not boards of elementary-secondary education serving in a dual capacity. The 1966 and 1967 Annual Reports of this Council go into considerable detail with regard to the "pros" and "cons" for separate boards for community colleges and refer to the support for such change by knowledgeable groups and individuals both within the State and at the national level.

St. Mary's College of Maryland

St. Mary's College should come under the jurisdiction of the Board of Trustees of the State Colleges as of July 1, 1969.

St. Mary's College which was formerly a two-year institution is now on its way toward becoming a full liberal arts four-year institution. St. Mary's College presently has its own Board of

Trustees. Maryland law provides that the Board of Trustees of the State Colleges shall exercise direction and control of those state colleges in existence at the time the statute was enacted and "any other State College offering a four-year course of study that may hereafter be established." Although St. Mary's College is not a newly established institution, its role is now that of a four-year State college and should be included in that system under the jurisdiction of the Board of Trustees of the State Colleges. This recommendation is made in accordance with the acceptance of the tri-partite structure as the organization of higher education in Maryland and in order to give this institution the thrust it needs to adapt more rapidly to its new role.

Student Financial Assistance

The financial needs of individual students should be met by a combination of a number of different resources including scholarships, loans, part-time employment, parental contributions, etc., rather than from any single source. A unified program of general scholarships should be established to replace the fragmented general state tuition scholarships, teacher education scholarships, and senatorial scholarships.

The student loan program should be revised to include "forgiveness" provisions which in effect offer scholarship features for those students who upon graduation enter important fields of endeavor as the legislature shall determine to be in critical need of personnel, such as teaching.

The detailed rational for changes in the student financial assistance program and specific recommendations for implementing these changes are contained in Chapter VIII of the Council's 1967 Annual Report. Further delineation of the above recommendations is contained in Chapter IX of the Report.

Health Manpower

The Maryland Council for Higher Education strongly endorses the following major recommendations resulting from its study of Maryland's Health Manpower needs as further delineated in Chapter Three of this Report.

Physician Manpower

It is recommended that:

- (1) Adequate support for existing Medical Schools be provided while plans are made for any additional facilities or programs.
- (2) The University of Maryland include in its budget a request for adequate financial support for the Medical School and that the executive and legislative branches of Government recognize and accept the necessity for such support.
- (3) The University of Maryland and The Johns Hopkins University proceed promptly to develop plans for the expansion of medical education facilities in consultation with one another and with the Maryland Council for Higher Education, the State Planning Department and the Maryland Comprehensive Health Planning Agency. A progress report of such planning for expansion should be made to the Maryland Council for Higher Education by July 1, 1969.
- (4) As soon as the extent of the expansion of the medical education facilities at the University of Maryland and The Johns Hopkins University becomes sufficiently definitive to ascertain whether or not the physician manpower needs of the 1980's are likely to be met, the Maryland Council for Higher Education in cooperation with the University of Maryland, The Johns Hopkins University, the State Planning Department, The Maryland Comprehensive Health Planning Agency and other interested agencies and institutions consider the initiation of a detailed feasibility study of a possible third medical school. This study should explore in depth such items as size, location, design, cost, staffing, institutional affiliations, and its relation to other health profession training programs.

Dental Manpower and Training Facilities

It is recommended that:

- (1) The University of Maryland include in its budget a request for the necessary resources to enable its school of dentistry to educate the dentists in the more effective use of dental auxiliaries.
- (2) The University of Maryland be given adequate support to enable its school of dentistry to implement its plan of enrollment and curriculum improvement.
- (3) The Governing Boards at appropriate levels plan to initiate baccalaureate programs in dental hygiene, and that the community colleges plan programs in dental hygiene, dental assisting, and dental laboratory technology.

Nursing Manpower

It is recommended that:

Every effort be made by the appropriate public and private educational institutions and Maryland Hospitals to recruit candidates to the nursing profession.

Manpower and Training Facilities in Allied Health Professions

It is recommended that:

- (1) Governing Boards and all institutions under their jurisdiction which provide or will provide programs for the training of personnel in the allied health professions broaden the acceptable prerequisites for the admission of students to these programs.
- (2) The University of Maryland take immediate steps to expand the enrollment in the school of pharmacy to its presently planned capacity.

- (3) The training of personnel for the allied health professions be undertaken by all segments of the tripartite structure of Higher Education in Maryland wherever it is deemed academically feasible by the Council, the Governing Boards and the concerned professional faculties of the State.
- (4) The University of Maryland in cooperation with The Johns Hopkins University and the Maryland Council for Higher Education assume the leadership in the preparation of programs for the development of health administrators for the 1980's.

Master Plan

Since its establishment the Council has worked toward the development of the Master Plan for Higher Education in Maryland. The 1967 Maryland General Assembly, in a Joint Senate Resolution, directed the Council to give "every priority to expedite its development of a Master Plan for Higher Education". Now that the plan has been developed it is recommended that:

The Governor and General Assembly adopt the "Master Plan for Higher Education in Maryland Phase One" as the basis for orderly growth and overall development of the State system of Public Higher Education.

CHAPTER III

THE HEALTH MANPOWER STUDY

The Health Manpower Study, which was designed to determine the need for additional medical facilities and personnel projected to the 1980's, was completed by the Council this summer. It is being prepared now for publication in order to make its recommendations available to the Governor and the Legislators in time for the 1969 General Assembly.

The Final Form of the Health Manpower Study

The final form of the Council's Health Manpower Study, as it will be published, will reflect the three major phases through which the Study passed. The first of those was the document (1980 Projection: Health Manpower in Maryland) prepared under the leadership of Dr. Lowell T. Coggeshall, Vice President of the University of Chicago and former Dean of its Medical School, with the assistance of Drs. Timothy D. Baker, James E. Cassidy and Jean D. Galkin.

The second phase of the Study consisted of the consideration and review of the consultants' report by the Council's Committee to Study the Need for a Third Medical School and Health Manpower Needs in Maryland. After a series of meetings, the Committee prepared its recommendations and submitted them to the Council.

The final phase of the Study was completed by the Council in its meeting on July 19, 1968. The Council formulated its recommendations on the basis of its Committee reports, and the recommendations are presented herewith.

RECOMMENDATIONS WITH RESPECT TO PHYSICIAN MANPOWER AND TRAINING FACILITIES

The Maryland Council for Higher Education strongly endorses the recommendation that planning begin without delay toward meeting the current and future need for physician manpower.

The Council agrees with the report of its consultants and that of its Committee that a shortage of doctors can be expected in Maryland by 1980. Further, it agrees with the position of the Medical and Chirurgical Faculty that a shortage of doctors currently exists. And, finally, the Council is in agreement with the finding that the distribution of physicians in the State of Maryland is uneven.

In meeting the need for physicians, the Council places its *first* priority upon and recommends that:

Adequate support for existing Medical Schools be provided while plans are made for any additional facilities or programs.

The expansion of the existent Medical School facilities of the University of Maryland Medical School and the Johns Hopkins Medical School should be undertaken without delay.

The Council recommends that:

The University of Maryland include in its budget a request for adequate financial support for the Medical School and that the executive and legislative branches of government recognize and accept the necessity for such support.

The University of Maryland and The Johns Hopkins University proceed promptly to develop plans for the expansion of medical education facilities in consultation with one another and with the Maryland Council for Higher Education, the State Planning Department and the Maryland Comprehensive Health Planning Agency. A progress report on such planning for expansion should be made to the Maryland Council for Higher Education by July 1, 1969.

As soon as the extent of the expansion of the medical education facilities at the University of Maryland and The Johns Hopkins University becomes sufficiently definitive to ascertain whether or not the physician

manpower needs of the 1980's are likely to be met, the Maryland Council for Higher Education in cooperation with the University of Maryland, The Johns Hopkins University, the State Planning Department, The Maryland Comprehensive Health Planning Agency and other interested agencies and institutions consider the initiation of a detailed feasibility study of a possible third medical school. This study should explore in depth such items as size, location, design, cost, staffing, institutional affiliations, and its relation to other health profession training programs.

The Council requests that the two universities promptly initiate this planning so that a report of progress can be made in time for consideration by the Council for inclusion in its next Annual Report, that is, July 1, 1969.

RECOMMENDATIONS WITH RESPECT TO DENTAL MANPOWER AND TRAINING FACILITIES

The Council recognizes the need for increasing the productivity of the existing dental manpower in Maryland and recommends that:

The University of Maryland include in its budget a request for the necessary resources to enable its school of dentistry to educate the dentists in the more effective use of dental auxiliaries.

The University of Maryland be given adequate support to enable its school of dentistry to implement its plan of enrollment and curriculum improvement.

To make these recommendations operable, the dental law of Maryland must be modified in order to allow the delegation of clinical procedures to dental auxiliaries educated and trained for that purpose.

The Council further recommends that:

The Governing Boards at appropriate levels plan to initiate baccalaureate programs in dental hygiene, and

that the community colleges plan programs in dental hygiene, dental assisting, and dental laboratory technology.

As a *second* priority, the Council recommends that:

The University of Maryland in conjunction with the Maryland Council for Higher Education and the State Planning Department begin now the planning of a second dental school so that a report of progress may be made to the Council in time for consideration by the Council for inclusion in its next annual report, that is, by July 1, 1969.

RECOMMENDATIONS WITH RESPECT TO NURSE MANPOWER

In considering the report of its Committee and the consultants, the Council recognizes two outstanding problems in supplying adequate nursing manpower to the community: (1) The shortage of students interested in enrolling in nursing education programs and (2) the shortage of adequate faculty. To staff additional nurse training facilities, the Council recommends that:

Every effort be made by the appropriate public and private educational institutions and Maryland Hospitals to recruit candidates to the nursing profession.

The Council also wishes to be recorded as endorsing the recommendation of its committee that the Johns Hopkins School of Nursing, presently offering a diploma program in nursing, be encouraged to convert this program to a baccalaureate program.

RECOMMENDATIONS WITH RESPECT TO MANPOWER AND TRAINING FACILITIES IN THE ALLIED HEALTH PROFESSIONS

The Maryland Council for Higher Education generally endorses the recommendations of its Committee in the area of the Allied Health Professions. However, inasmuch as the Council's immediate concern is for the provision of adequate manpower in

the Allied Health Professions, it is incumbent upon the Council to make specific recommendations which have a direct bearing upon the preparation of the essential personnel. Therefore, the Council recommends that:

Governing Boards and all institutions under their jurisdiction which provide or will provide programs for the training of personnel in the Allied Health Professions broaden the acceptable prerequisites for the admission of students to these programs.

The University of Maryland take immediate steps to expand the enrollment in the school of pharmacy to its presently planned capacity.

The training of personnel for the allied health professions be undertaken by all segments of the tripartite structure of Higher Education in Maryland wherever it is deemed academically feasible by the Council, the Governing Boards and the concerned professional faculties of the State.

The University of Maryland in cooperation with The Johns Hopkins University and the Maryland Council for Higher Education assume the leadership in the preparation of programs for the development of health administrators for the 1980's

GENERAL RECOMMENDATIONS WITH RESPECT TO THE MARYLAND HEALTH MANPOWER REPORT

While the Council persists in its efforts to provide adequate facilities for higher education in Maryland, it is also concerned with the availability and accessibility of these facilities to *all* of the citizens of the State.

In examining the problem of health manpower, the Council is disturbed over the failure of the socially and economically under-privileged to gain their proper places with the more fortunate in rendering health services to our citizens. The Council is concerned with the waste of human resources traceable to the

inadequate participation of the economically and socially disadvantaged citizen in the health professions.*

The Council believes that it is important that the health professions come to include more minority group citizens who have, heretofore, been excluded from the opportunity to serve. We believe that many of these citizens possess high aptitude for medical careers, although their elementary and secondary school education prepared them poorly for participation in the sense that they could not meet the formal academic requirements at the point of entrance into the professions.

We believe that the potentiality of these groups warrants more favorable attention and consideration in the educational process which leads from elementary and secondary school to college and professional training in health sciences. For in striving to meet the needs of our people for health care, we can least afford to overlook the human resources available for the task.

The Council, therefore, recommends that:

All institutions providing programs in medicine and the allied health professions institute broadly-based recruitment programs designed to attract more economically and socially disadvantaged youth who are currently enrolled in elementary and secondary school, acquainting them early in their educational careers with the requirements of and opportunities for participation in the general field of medicine and the allied health professions.

Governing Boards of all institutions offering programs designed to fulfill the manpower needs in the health professions articulate and enforce policies which guarantee the admission of qualified members of economically and socially disadvantaged groups to such programs.

Immediate consideration be given by the Governor and the Legislature to the problem of providing adequate

*—See Appendix I of the Consultants' Report (1980 Projection: Health Manpower In Maryland)

financial support in the form of scholarships to members of economically and socially disadvantaged groups in order to insure their representative participation in programs designed to fulfill the manpower needs in the health professions in Maryland.

CHAPTER IV

DEVELOPMENT OF A MASTER PLAN FOR HIGHER EDUCATION IN MARYLAND

Planning for Maryland's Master Plan for Higher Education began when this Council was first organized. At that time the Council received, as one of its initial charges, responsibility for the development of a Master Plan for Higher Education in Maryland. Since then the Council has progressed in its development of a Plan while keeping itself immediately responsive to requests for specific studies, data, and recommendations, from the Executive Branch of the government, the General Assembly, educational governing boards, institutions, and other state agencies. Priorities for such independent studies and special requests were always assigned with the master planning responsibility in mind.

Initially, Council master planning activity was directed toward development of a broad base for effective planning. In developing this base, the Council formed a committee structure so as to draw upon numerous valuable human resources. It acquired appropriate educational and related data so as to provide a sound statistical bases for its recommendations, and it engaged in a comprehensive analysis and synthesis of existing master plans in the United States so as to gain maximum advantage from the experiences of other states. Subsequently a tentative outline of the content of Maryland's Master Plan was developed. This outline included:

1. The structure and functions of higher education in the State.
2. The coordination of higher education under the tripartite system.
3. Analysis of the need or demand for higher education in this State.
4. Faculty, administrative, and staff considerations.
5. Students and their characteristics.

6. Physical facilities.
7. Curriculum and program analysis.
8. Cost and financing.
9. Recommendations for future planning.

The Council's responsibility for master planning was further mandated in 1967 when, with a Senate Joint Resolution, the General Assembly requested that this Council "give every priority to expedite the achievement of a Master Plan for Higher Education." In response to this resolution the Council re-established its priorities and worked directly toward the publication of the results of its master planning efforts to date.

In December 1967 a set of *Working Papers for a Master Plan for Higher Education in Maryland* was released by the Council and distributed to all committee members, members of the General Assembly, State officials, professional groups and other interested citizens. Along with the distribution of the Working Papers went an invitation to those persons to present their reactions, appraisals, and constructive suggestions so that they could be incorporated into refinement of the Working Papers for subsequent publications.

The Council has never intended that any Master Plan for Higher Education in Maryland be a static publication. Instead, it conceives of its plan as a living document subject to constant updating and revision as new information becomes available and new developments in higher education take place.

Revision of Master Plan Working Papers

After distributing its Working Papers for a Master Plan, the Council conducted a series of meetings with various groups to solicit verbal reaction and to provide opportunity for the exchange of ideas.

The Council held a general meeting for members of all of its committees to obtain overall reaction to the entire document.

Following this meeting the Council met on a regional basis with the presidents and representatives of all of the State's public institutions. These meetings were in the Eastern Shore, Southern and Central Maryland, the Baltimore area, and Western Maryland.

To provide individual committee members with ample opportunity to discuss proposals contained in the Working Papers, the Council supplemented its first general meeting with a series of meetings in which each committee chairman met with his respective committee for the sole purpose of discussing proposals in the plan. So as to accurately understand the view of the State's private institutions, special meetings were held to permit discussions with representatives of these institutions.

Writing of Second Draft

Once the Council had received the many fine contributions of public officials, professional educators, and citizens it set to work to incorporate these suggestions into a second draft of its Working Papers. This draft is being made ready for distribution in the fall of 1968, as a "Master Plan for Higher Education in Maryland-Phase I".

CHAPTER V

HIGHER EDUCATION DATA STORAGE, RETRIEVAL AND REPORT GENERATING SYSTEM.

The Maryland Council for Higher Education has responsibility for "securing, evaluating, compiling and tabulating data, statistics and information on all matters pending before or of interest to the Council. . . ."

In carrying out this function, the Council continually endeavors to collect, analyze, and report the soundest higher educational data available. These data, when brought to bear upon contemporary issues, provide the best possible bases for effective and efficient decision making. Thus it is that the Council has developed not only a data storage system, but a data retrieval and report generating system which will allow it to effectively draw upon its many data inputs while deliberating the variety of issues confronting it.

This system which is being developed through modification of an existing retrieval system has, though still in its formative stages, demonstrated its ability to store and recall alphabetic information and numeric data. An additional capacity of this system allows its user to limit those data selected for retrieval by imposing additional selection criteria.

Presently, approximately 40,000 data bits have been coded for storage in this system and it is estimated that by late 1969 this will be expanded to 200,000 or 250,000.

Data Sources

One source of data for the Council has been the U.S. Office of Education's Higher Education General Information Survey (HEGIS). This annual Survey, which the Council coordinates within Maryland, requests data from all of the public and non-public State accredited higher education institutions. Data so collected relate to students, programs, finances, facilities, faculty, and institutional projections.

In addition to HEGIS data, the Council continually compiles data from other research studies and surveys. Some of these other data sources include the Council's Institutional Long Range Facilities Planning Study, its cooperative Survey of Post-High School Plans of Seniors in Maryland High Schools, and its Enrollment Projection Model.

Publication of Data

Those functions of this system which will provide for the generation of educational data tables as computer output are being utilized in planning for Maryland's first *Higher Education Data Handbook* which will be released in 1969. This Handbook will enable the Council to share its data with those persons and agencies concerned with higher educational issues in this State.

CHAPTER VI

LONG RANGE PLANNING

Institutional Self Study

With funds made available under the Federal Higher Education Facilities Act of 1963, the Council initiated a Statewide Long Range Planning Project that encompasses all the institutions of higher education in Maryland — public and private, two-year colleges, senior colleges and Universities. The major purposes of this study are: first, to ascertain the educational resources of Maryland in terms of programs, students, faculties, and facilities, and second, to see in what directions the institutions are planning to develop over the next ten years. When the reports of the institutional resources and their plans for development are completed, they will be studied in the light of the projected educational needs of Maryland and the State's Master Plan for Higher Education. This study should provide the State with a comprehensive picture of its responsibilities to higher education during the next ten years.

Project activities in the six month period covered by this Report were the design and distribution of the Institutional Long Range Planning Reports, an all-day workshop on the purposes and uses of the Reports, and follow-up consultations with the institutions as requested. Loyola College hosted the March 15th workshop which was attended by the campus administrator's responsible for working with the Council on their institutions planning. The first reports related to the mission of the institution and were due May 1, 1968. Program projections on the undergraduate, graduate and professional levels were due June 1 and student enrollment projections, both full-time and part-time, were due July 1, 1968. In the following months, projections on the numbers, ranks and educational qualifications of faculty, a facility inventory, and a room utilization study came due. An FYI (For Your Information) bulletin containing abbreviated statements of the institutions' missions has been published, and the program reports of the institutions were incorporated into an extensive program inventory for institutions of the State of Maryland.

During the first half of 1968 a new community college, Cecil, began operation and several independent colleges began to recruit students. These new institutions were immediately urged to participate in this planning project so that an accurate picture of the educational resources and potential of Maryland can be framed.

Enrollment Demand Model

As part of its Long Range Planning Project, the Council contracted with an independent consulting firm for the development of an enrollment demand model. The model was to project by county, by sex, by kind of support — public or private — and by type of institution — two year, four year, nursing, technical, etc. — the demand for post-secondary school education in Maryland. This model does not give enrollment projections for institutions or types of institutions, rather, it exhibits where students will be coming from and what kinds of institutions or programs they would like to enter. The consultant's final report containing a description of the design of the model and instructions for its use were delivered to the Council in the summer of 1968. This capability of projecting enrollment demand will enable the Council to more accurately assess the future utilization of existing public campuses, how they should grow to meet increased needs, and where and what kinds of new institutions should be contemplated.

The Institutional Long Range Planning Project will continue to be one of the principal activities of the Council during the coming year. The second phase of the Project will place emphasis upon a statewide facility inventory and the design of comprehensive data collection forms.

CHAPTER VII

HIGHER EDUCATION PROGRAMS

Three developments occurred this year which have, and will have, an impact upon the Council's operation in the area of higher education programs. The first development was that of the passage by the General Assembly of Section 327A of Article 77 of the Public School Laws of Maryland. Secondly, several Community Colleges and public four year institutions forwarded proposals for programs to the Council in the manner prescribed by Section 327A. Finally, the *Inventory of Programs in Higher Education in Colleges and Universities in the State of Maryland* was completed, and it will soon be presented to the Council for approval and subsequent publication.

The Impact of the Passage of Section 327A, Article 77

Prior to the 1968 General Assembly, the Council had the statutory responsibility for coordinating matters in higher education in the State of Maryland, but it lacked the mechanism for the performance of the task it had been assigned. The institutions had been generally cooperative on a voluntary basis in submitting programs to the Council for approval. However, there was frequently not enough lead time allowed to enable the Council to function effectively. Section 327A, however, does much to correct that situation. It reads as follows:

“Any institution for higher education which has functions and programs within the scope of the duties, functions, and interests of the council, and which submits any programs, plan, or proposal to any official or agency of this State, shall *at the same time** furnish a copy of the program, plan, or proposal to the Council for such recommendations as may be appropriate.”

Institutions in the State have already begun to demonstrate their intention to cooperate with the provisions of the legislation. The net result will be the improved efficiency of the Council in the discharge of its statutory functions.

*— Italic Added

New Program Proposals Submitted to the Council

New program proposals submitted to the Council pursuant to the passage of Section 327A have come primarily from the Community Colleges and two of the public four-year colleges. The programs — defined here as any scope and sequence of courses which lead to the awarding of a degree or a certificate — from the Community Colleges have been mainly technical programs designed to meet local or regional industrial needs. Those from the four-year colleges are principally programs which reflect a slight enlargement of the curricular offerings of the existing programs of the institutions, and, as such, pose no special problems with respect to the institutions' designated roles and scope. The new program proposals will be reviewed by the Council's Committee on Role and Scope.

Significance of the Completion of the Higher Education Programs Inventory

An *Inventory of Programs in Higher Education in Colleges and Universities in the State of Maryland* has been completed, and its publication and use will serve several useful ends. First of all, counselors of high school seniors should find the information in the programs inventory helpful in advising the students regarding the furtherance of their education beyond the secondary schools. Secondly, the inventory will provide for all interested parties an expedient means of ascertaining at a glance both the availability and the diversity of programs throughout the state. Thirdly, the completion of the inventory will enable the Council to undertake more involved studies in an orderly fashion in the general area of higher education programs in keeping with its designated functions as outlined in Article 77, Section 327, of the Public School Laws of Maryland. Subsections a-1 and a-2 of Section 327 describe the functions pertinent to programs as follows:

- a-1. "Preparation of programs for the orderly growth and overall development of the State system of public higher education to meet trends in population and the changing social and technical requirements of the economy;" and,

a-2. "Investigation of the needs throughout the State for undergraduate, graduate and adult education, for professional and technical training and for research facilities, and presentation of plans and recommendations for the establishment and location of new facilities and programs."

Whenever it is appropriate, suitable relationships will be established with Boards, institutions, and other state agencies whose designated responsibilities make the adoption of a cooperative approach to the solution of problems in higher education feasible.

CHAPTER VIII

SURVEY OF THE POST-HIGH SCHOOL PLANS OF SENIORS IN MARYLAND HIGH SCHOOLS

In the Spring of 1968 the Maryland Council for High Education with the cooperation of the State Department of Education and the Council on High School and College Relation conducted the fourth in its series of surveys of Post-High School Plans of Seniors in Maryland High Schools.

Using the same questionnaire developed for the 1967 survey valuable information was received from 90% of the graduates of Maryland's public and non-public high schools.

Reports resulting from this year's survey will receive wide distribution. Complete print-outs containing a comprehensive analysis of data from all seniors in the state planning to continue with post-high school education and from those seniors not planning to continue their education beyond high school have been printed. These reports will be distributed to the State Department of Education, the Committee on High School and College Relations, the State Planning Department, the Board of Trustees for State Colleges, and the University of Maryland. In addition, all reports are made available to other agencies and private institutions of higher learning.

Specialized County reports have been developed for each local public school system and for the State's public community colleges. These county reports contain nine separate tables relating data on the plans of seniors from each of the respective political subdivisions. They are similar in nature to feed-back reports printed especially for and distributed to each public and non-public high school in the state that participates in the survey.

SURVEY DATA TO BE PRINTED IN DATA HANDBOOK

Customarily the Council has printed a detailed analysis of its post-high school surveys each year in this annual report. However, in view of the fact that the Council is preparing, for release in 1969, a Higher Education Data Information Handbook it seems

most appropriate that the complete report on the post-high school plans of seniors be printed in that report at that time. Therefore, we are reporting at this time only the high lights of this year's survey with comparable data for prior years.

HIGHLIGHTS OF SENIOR SURVEYS

Interest in Continuing in Post-High School Education

Although the percent of Maryland high school graduates interested in continuing their education declined from 1965 to 1966 this percent has increased annually since that time.

	1965	1966	1967	1968
Percent of Maryland High School Seniors Interested in Continuing Their Education Beyond High School	76.2	74.9	75.3	76.2

Definite Plans to Continue Post-High School Education

The percent of Maryland high school seniors indicating that they have definite plans to continue their post-high schools education increased in 1968 for the first time in three years.

	1965	1966	1967	1968
Percent of Maryland High School Seniors Interested in Continuing Their Education Beyond High School	67.1	65.7	65.5	66.7

Students Planning to Enter Armed Services

In 1968 the percent of Maryland high school graduates planning to enter the armed services remained at approximately the same level as in 1967.

	1965	1966	1967	1968
Percent of Maryland High School Seniors Planning to Enter the Armed Service within the Next Year	7.8	11.9	8.8	8.7

Maryland Seniors Attending Out-Of-State Institutions

The percent of Maryland high school seniors indicating they had definite plans to attend institutions outside of the state of Maryland decreased over the previous year for the third consecutive year.

	1965	1966	1967	1968
Percent of Maryland High School Seniors Selecting Out-Of-State Institutions for Post High School Education	18.5	18.4	17.7	17.6

Selection of Maryland Institutions by Type

The percent of 1968 Maryland high school seniors selecting public Community Colleges in this State continued to increase, while the percent of seniors selecting private institutions decreased slightly.

Type of Maryland Institutions	1966	1967	1968
Public Four-Year	18.9	16.7	18.7
Public Community Colleges	10.7	13.2	14.9
Private Institutions	4.5	4.3	4.0

CHAPTER IX

STUDENT FINANCIAL ASSISTANCE

A number of changes in the Student Financial Assistance Program were made during the past year which improved the program. However, there are further improvements which should be made both in those of the efficiency of the operation of the programs and the realization of the goals for which the programs have been set up.

The Council's 1967 Annual Report, Chapter 8, addressed itself, at a considerable length, to the issues involved in Student Financial Assistance and made a number of recommendations including the cost of putting those recommendations into effect and the increased number of students who would benefit. In addition, the Council has prepared other study material which bears on the subject. These documents are available from the Council.

It is recommended that:

A Maryland Student Financial Assistance Board be established to administer the State's Programs of Scholarships and Student Loans and other forms of Student Financial Assistance prescribed by law, by a merger of the present State Scholarship Board and the Maryland Higher Education Loan Corporation. The Unified Board examine each application and determine the appropriate combination of financial assistance that best serve the needs of the student. The members of the new board be appointed by the Governor with the advise and consent of the Senate, taking advantage where possible, of the knowledge and experience possessed by present board members.

A unified program of General State Scholarships be established, replacing the present General State Tuition Scholarship Program, the Teacher Education Program, and the (Legislative) Senatorial Scholarship Program.

- (a) Initially, scholarships should vary in amount from \$200 to \$1,600 according to the determined need of each student, to be used in meeting the cost of tuition, room and board. The scholarship should be awarded according to the potentials of the applicants as demonstrated by:
 - (1) Standing in high school class
 - (2) Performance on the SAT competitive examination given within prescribed periods rather than on a particular date
 - (3) other criteria of personal qualities and financial need as the Board may deem appropriate.
- (b) Any student determined to be in the top ten percent of the scholarship applicants in a given year whose need is not sufficient to receive a scholarship should be awarded an appropriate honorary certificate of recognition of his scholarship.
- (c) The total amount of funds allotted for scholarships should be determined by a formula which automatically takes account of the increasing number of college bound students who graduate from Maryland's high schools.
- (d) Scholarships should be applicable at any institution of higher education in the State and should be automatically renewable until the recipient graduates, up to a maximum of four years, with adjustments in the amount of the scholarship taking into account, changing needs.
- (e) Students who require financial assistance after entering college should be given opportunity to obtain scholarship assistance.
- (f) Students entering Community Colleges should be given the same opportunity for financial assistance as those entering senior institutions.

It is recommended that:

The present State Program of Guaranteed Student Loans be increased in size and broadened in scope.

The State should provide a service fee to lenders for each loan made which will take into account the requirements of the money market and be sufficient incentive to the lending institutions to result in their participation to the degree required by the program. (The creation of a State student loan authority is an alternative way of making loans available but under present federal legislation, the State would lose the Federal support of the interest payments due the lenders.)

It is recommended that:

A Program of Loan Forgiveness be enacted in connection with Guaranteed Student Loans as an incentive to provide personnel in certain important areas of public service and as a replacement to existing tuition waiver for teacher education students in the public colleges and the Tuition Education Scholarships in the private colleges.

- (a) The State should provide for twenty percent loan forgiveness of the amount borrowed for each year that the borrower teaches in the public schools of the State, up to the complete forgiveness of the loan then outstanding, the amount forgiven to be paid to the lender by the Student Financial Assistance Board upon proper evidence of service by the borrower. (The burden of proof in this case is upon the borrower who is responsible to the lending institution if satisfactory evidence is not presented.)
- (b) The Executive Branch and the General Assembly should determine whether important fields of endeavor, other than teaching, are in critical need of personnel and should provide by statute for broadening of the loan forgiveness program to include such fields.

It is recommended that:

A statewide program be undertaken with the co-operation of the institutions of higher education to provide opportunities for students to earn money while in college through part-time employment.

One group of students who have long been denied any assistance in obtaining their education are those who, for a variety of reasons, decide to pursue their collegiate work on a part-time basis. Such students who meet the scholastic standards and economic requirements demanded of those who are awarded state assistance should also be entitled to help. The degree earned on a part-time basis is no less significant than that earned by a full-time student and what he will return to the State in the form of tax payments is no less. Therefore:

It is recommended that:

The Maryland Council for Higher Education investigate the financial needs of part-time students and the feasibility of assisting them in the attaining of their educational goals.

